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ABSTRACT

This handbook for pupil personnel workers traces the historical development of school nursing and its establishment in Illinois. The role and function of school nurses are described, including planning and implementing optimum school health standards, protecting student health, and promoting well-being through the use of an interdisciplinary approach, i.e., teaming. School nursing goals and activities are outlined including assessment, health counseling and education, emergency care, and school-community relations. Administrative responsibilities are detailed along with legal authorization and the relationship of the State Board of Education to school nursing. The materials also describe school nurse certification requirements and the school nurse internship program. A list of related publications available from the Illinois State Board of Education is appended. (JAC)

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SCHOOL NURSING IN ILLINOIS

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DEPARTMENT OF SPECIALIZED EDUCATIONAL SERVICES

CG 016367

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FOREWORD

The Illinois State Board of Education is pleased to present these four Pupil Personnel Services documents entitled School Guidance and Counseling in Illinois, School Nursing in Illinois, School Psychology in Illinois, and School Social Work in Illinois. We hope that these documents will prove beneficial to local practitioners providing pupil personnel services.

The basic support for these handbooks was provided by Ms. Beth Bandy of the Department of Specialized Educational Services. Ms. Sheryl Poggi (School Guidance and Counseling), Ms. Bettye Endicott (School Nursing), Mr. Neil Browning (School Psychology), and Mr. Vaughn Morrison (School Social Work) of the same department designed and wrote the documents and will respond to any questions or comments.

Donald G. Gill
State Superintendent of Education

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THE HISTORICAL DEVELOPMENT OF SCHOOL NURSING

School nursing has a long and distinguished history. In 1891, at the International Congress of Hygiene and Demography, Dr. Malcolm Morries proposed that a staff of specially educated nurses should visit elementary schools for the purpose of examining the children. Amy Huges, previously Superintendent of the Queen's Nurses, became England's first school nurse. Thus, school nursing was introduced into the London School System.

California was the first state to place nurses on the municipal payroll. As early as 1897, nurses were employed by some municipalities to visit schools in the Los Angeles area.

The system of school nursing, as known today, developed from New York's effort to improve the health of school-age children. In 1902, Miss Lillian Wald demonstrated that the use of a school nurse program could effectively reduce the absentee rate due to illness. Miss Wald offered the services of Lina Rogers, one of her Henry Street Settlement nurses, for a one-month trial period. As a result of this effective demonstration, New York City began to place more nurses on the payroll. By 1903, New York had established the first organized and municipally sponsored nursing service for children in schools. Lina Rogers was employed by New York's Board of Health and directed this program. Most of the nurses who were in this program had prior experience in community-type nursing. However, many expressed a feeling of need for further formal education. A school lunch program was initiated in 1905 by Miss Wald and New York's Board of Education. As a result of this successful effort, other states organized similar programs.

School nurses of 1902-1905 were usually employed by agencies such as a board of education, a local health department, or a community nursing service. Inspection for communicable diseases among school children was delegated to school nurses and was partially responsible for the expansion of school health programs. In the summer months, school nurses visited mothers with newborn infants.

National interest in school health became evident when national organizations began to reflect a concern for the health of school children. The American Council on Education (1944) stated as its first objective: "To improve and maintain the pupil's own health and take his share of the responsibility for protecting the health of others." The American School Health Association began in 1952 to identify functions and practices which would be appropriate in achieving the objectives of individual school districts. In 1968, the National Association of School Nurses became an affiliate of the National Education Association.

Illinois

Illinois has been a leader in stressing health as an important part of a child's educational development. State laws and regulations have been established that govern health standards for school children. The responsibility for implementation of these laws and regulations is shared by the Illinois State Board of Education and the Illinois Department of Public Health.

The history of Illinois school nurses indicates a constant endeavor to improve the quality of health services to school children. In 1912, the Department of Education began employing nurses to serve the public schools. These nurses performed a variety of nursing functions such as child and family health counselor and pupil health assessment and screening agent. In 1914, Anna L. Tittman, one of Illinois' first school nurses, established what was possibly the first free dental dispensary for school-age children. Employed by the Illinois Department of Education, Miss Tittman developed one of the first organized approaches to school care in our educational system. Traveling from school to school by streetcar, walking miles for home visits, and enjoying her work with the children, Miss Tittman exemplifies the spirit of our first school nurses.

The Illinois State Board of Education also provided leadership in establishing state certification standards that resulted in the upgrading of school nursing services. School nurses worked closely with the Illinois State Board of Education in establishing these standards. Certification requirements for Illinois school nurses were devised to ensure the proper background for family and community centered nursing based in the school.

School nurse certification by the Illinois State Board of Education was not mandated prior to July 1, 1976. On that date, specific legislation became effective which required that all school nurses employed after July 1, 1976 must hold a School Service Personnel Certificate Type 73.

In 1976, the Pupil Personnel Services Unit merged with the Department for Exceptional Children, creating a Department of Specialized Educational Services. This new department provided leadership and regulatory functions for gifted, handicapped and pupil personnel services programs. The Department during the next two years continued to provide direct consultative services to local districts in concert with regional program services teams. Additional major programs implemented during this period were organizational development, process approach to planned change, research on the role of the PPS specialist with exceptional children, classroom management, development and implementation of a five-year plan for career education, and state-wide inservice in the area of child abuse and neglect.

Concurrent with the implementation of these programs was extensive effort to reorganize the Department of Specialized Educational Services for more efficient, effective functioning. During the summer of 1978, this reorganization occurred. The traditional programmatic unit titles, i.e. gifted, handicapped and pupil personnel services, were eliminated and replaced with functional titles, i.e., Grants and Contracts Unit and Program Design Unit within the Program Development Section and Program Approval Unit and Compliance Review Unit within the Program Approval Section. To assure continued coordination of guidance and counseling programs within the new structure, the Executive Deputy Superintendent of the agency formed an agency-wide Guidance and Counseling Committee. Representatives of all relevant departments met periodically under the direction of the Assistant Superintendent for the Department of Specialized Educational Services. Expansion of the Guidance and Counseling Committee to include all pupil

personnel services disciplines occurred in September, 1981. Major accomplishments of this committee included assisting the State Board of Education in the development of a State Board of Education policy on Pupil Personnel Services, development of the Pupil Personnel Services Recommended Practices and Procedures Manual, initiation of a state-wide survey of pupil personnel services professionals and continued sharing of information among the departments. This agency Pupil Personnel Services Committee provides coordinated leadership and direction to local districts in Illinois.

Implementation of the policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model needs assessment and coordination of services continue to be priorities for the 80's for this committee.

School nursing in Illinois has offered many varied services through a diversity of state structures to the entire pupil personnel services movement in Illinois. This account highlights a few of the many accomplishments that have influenced the direction and scope of school nursing in Illinois.

ROLE AND FUNCTION OF SCHOOL NURSES

School health services programs should be based on state law, rules and regulations, and accepted standards that are adapted to particular communities. Local customs and professional personnel and resources available influence the community's school health services.

Policies for health services should be designed to protect student health and to help each child obtain and maintain his/her optimum state of health and well-being.

In meeting the standards for optimum school health services, the school nurse should be used as a key person for planning and implementing these standards.

The certificated school nurse can further promote optimum school health standards by being an integral member of the pupil personnel services team. In keeping with national efforts, the main thrust of the Illinois State Board of Education has been to improve planning and evaluation processes in educational programs through collaboration with the schools and the community. School nurses are being confronted with an increasing number and variety of system-related problems. As a consequence of assuming responsibility for these complex demands, problem solving can now be met with a cooperative systems approach called "teaming".

Teaming is an interdisciplinary approach through which school administrators, teachers, school nurses, school psychologists, school social workers, and guidance counselors plan, implement, and evaluate the pupil personnel services program of a school district. Teaming utilizes the strengths and abilities of the individual professionals by helping them to give input where their capabilities are greatest. This allows the school nurse to expand his/her traditional role.

As a member of this professional team, the school nurse should be involved in the following processes:

1. Pupil Personnel Services Teaming
2. Planning and Evaluation
3. Consultation
4. Curricular and Educational Participation
5. Prevention
6. Referral for and Interpretation of Medical Diagnosis
7. Development and Utilization of Resources
8. Professional Growth and Development
9. Organization
10. Public Relations

A detailed description of school nurse/school health service programs can be found in the Illinois State Board of Education Pupil Personnel Services Recommended Practices and Procedures Manual for School Nurses.

School Nursing Goals and Activities

The school administrator and the school nurse(s) should jointly determine how the school nurse should function within the school district. The following is a listing of some of the goals and activities that school nurses could perform:

I. Assessment

A. Plans and carries out appraisal activities to assess the health status of students in regard to their health needs and problems.

B. Assesses health problems through observations, interviews, and analysis of records.

C. Acts as a liaison between school, student, parent, and physician regarding the pupil's health status when under a physician's care.

D. Informs the family of the need for periodic health examinations of their children (both physical and dental), and assists in providing a standardized method of recording these findings.

E. Makes arrangements for and assists with physical examinations when provided by the school.

F. Supervises and plans for vision and hearing screening programs and follow-up health care of the child suspected of a hearing or vision impairment.

G. Plans with parents for improving the health of school children and youth.

H. Analyzes the nurse's responsibilities in relation to the educational structure and the relationship of the nurse to other faculty members and community groups.

II. Health Counseling

A. Interprets the health and developmental status of the pupil to parents and school personnel.

B. Consults with parents, school personnel, and pupils toward understanding their personal health problems and facilitates adjustment to any physical, mental, and social limitation.

C. Recommends educational adaptations as necessary for individual needs.

D. Assists families to find and use available health resources.

E. Encourages openness of communication with teachers and other school personnel in order to meet both the health and educational needs of the student.

III. Health Education

A. Utilizes each opportunity in the process of providing health services to present health information to students, teachers, parents, and community groups.

B. Acts as consultant and resource person to the staff for the total health education program.

C. Compiles and maintains a file of current health education materials for students and faculty.

D. Assists classroom teachers to teach health more effectively by serving as a consultant and participating in team teaching and classroom demonstrations.

E. Serves as a resource person in the areas of health to teachers and other personnel.

IV. Emergency Care and Health Protection

A. Cooperates with the school staff in establishing policies and procedures for providing emergency care for illness and/or injury occurring while the student is under the jurisdiction of the school.

B. Provides for the implementation of medically approved emergency care procedures, the instruction of school personnel, and plans for the reporting of accidents.

C. Participates in the review of accident reports and confers with school personnel to assure correction of hazardous conditions, if possible.

D. Assists in the periodic inspection of the school building and grounds for the provision of a safe and healthful physical environment.

E. Initiates the formulation of policies and procedures for the control of communicable diseases in cooperation with the local health department.

F. Interprets defined policies and procedures to school personnel, parents, and pupils to insure adequate understanding and cooperation in carrying out immunization procedures and programs for the prevention of communicable diseases.

V. School - Community Relations

A. Promotes effective communication among the community, health professions, and the school.

B. Works with community agencies for effective use of their resources and facilities.

C. Participates in local comprehensive health planning and represents school health in his/her professional organization and community groups.

VI. Evaluation

A. Analyzes school health records and reports in order to evaluate and improve the school health program.

B. Appraises the school health program in relation to pupil health needs and community health problems.

C. Reviews research and applies appropriate findings.

VII. Faculty Responsibility

A. Attends and participates in faculty, staff, and community meetings with knowledge of the role and function of the school nurse in relation to public school organization.

B. Joins and participates in activities of professional nursing, health, and educational organizations.

C. Continues to pursue educational studies to maintain and improve the professional level of performance.

D. Upholds standards enunciated by the profession. This would include standards in nursing, and the health and educational fields.

E. Informs pupils and faculty regarding health career opportunities.

F. Promotes legislation significant to nursing, school health and education.

G. Consults and collaborates with teachers, pupil personnel services staff, administrators, and parents (teaming, staffing, and conferences).

VIII. Administrative

A. Participates in the formulation and periodic review and revision of objectives, standards, policies, and functions of school nurse services and the total school health program.

B. Assists in planning the annual budget for the school health program and recommends facilities, equipment, and materials necessary to carry out program activities.

C. Alerts school administrators and others to legal provisions and health trends as they pertain to school health policies and procedures.

D. Supervises activities in compliance with Recommended Procedures for the Prevention of Communicable Diseases designated by the Illinois Department of Public Health.

E. Informs administrators and other school personnel regarding available community resources.

F. Participates in the development of the policy which identifies the nurse's role regarding policies and procedures for excluding and readmitting pupils and staff members for reasons of health.

G. Determines functions and qualifications of health paraprofessionals and orients, supervises, and evaluates their performance.

H. Participates in planning action to be taken for eliminating or minimizing the health problems that interfere with effective learning.

LEGAL AUTHORIZATION FOR SCHOOL NURSING SERVICES

The regulatory basis for school nursing programs falls into the following categories:

A. The School Code of Illinois: Section 10-22.23. School nurse; Section 14-1.10. Professional Worker; and Section 21-25. School service personnel certificate

B. The Illinois Nursing Act

C. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1.

D. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979: Rule 1.08a Related Services; 1.09a School Health Services; 5.02 Other Related Services; and 12.03 Other Certified Personnel.

A. The School Code of Illinois

Chapter 122 of the Illinois Revised Statutes, Section 10-22.23 of The School Code of Illinois lists as one of the powers of the school board:

> To employ a registered professional nurse and define the duties of the school nurse within the guidelines of rules and regulations promulgated by the State Board of Education. Any nurse first employed on or after July 1, 1976 must be certificated under Section 21-25 of this act.

14-1.10. Professional worker. "Professional worker" means a trained specialist, and is limited to speech correctionist, school social worker, school psychologist, psychologist intern, school nurse intern, school social worker intern, certificated school nurse, special administrator intern, registered therapist, professional consultant, special administrator or supervisor giving full time to special education, and teacher of any class or program defined in this Article who meets the requirements of this Article, who has the required special training in the understandings, techniques, and special methods of instruction for children who because of their handicapping condition are placed in any program provided for in this Article and who works in such program.

School Service Personnel Certificate Type 73 Section 21-25 of The School Code lists the requirements for a Type 73 Certificate as follows:

> A school service personnel certificate shall be issued to those applicants of good character, good health, a citizen of the United States and at least 19 years of age who have a Bachelor's degree with not fewer than 120 semester hours from a recognized institution of higher learning. Such persons shall be recommended for the school service personnel certificate by a recognized institution as having completed an approved program of preparation which includes the academic and professional courses approved by the State Superintendent of Education in consultation with the State Teacher Certification Board.

Such certificate shall be endorsed with the area of Service as determined by the State Superintendent of Education in consultation with the State Teacher Certification Board.

The holder of such certificate shall be entitled to all of the rights and privileges granted holders of a valid teaching certificate.

When the holder of such certificate has earned a master's degree, including 8 semester hours of graduate professional education from a recognized institution of higher learning, and has at least 2 years of successful school experience while holding such certificate, the certificate may be endorsed for supervision.

B. Illinois Nursing Act

Professional nursing and registered professional nurse are defined in: Chapter III, Sections 3402, of the Illinois Revised Statutes, known as the Illinois Nursing Act:

For the protection of life and the promotion of health, and the prevention of illness and communicable disease, any person practicing or offering to practice professional nursing in Illinois shall submit evidence that he or she is qualified so to practice, and shall be licensed as hereinafter provided in Section 8. No person shall practice or offer to practice professional nursing in Illinois or use any title, sign, card or device to indicate that such a person is practicing professional nursing unless such person has been licensed and registered under the provisions of this Act.

Professional nursing is defined in the Illinois Nursing Act, Section 3405, as:

1. The performance for compensation of any nursing act (a) in the observation, care and counsel of the ill, injured or infirm; or (b) in the maintenance of health or prevention of illness in others; or (c) the administration of medications and treatments as prescribed by a licensed physician or dentist; or (d) any act in the supervision or teaching of nursing; any of which requires substantial specialized judgment and skill and the proper performance of which is based on knowledge and application of the principles of biological, physical and social science acquired by means of a completed course in an approved school of professional nursing. The foregoing shall not be deemed to include those acts of medical diagnosis or prescription of therapeutic or corrective measures which are properly performed only by physicians licensed in the State of Illinois.

2. A person who is licensed as a professional nurse under this Act and nursing as defined in paragraph 1 of this Section. Only a registered nurse licensed under this Act is entitled to use the titles "registered nurse" and "registered professional nurse" and the abbreviation, "R.N."

C. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1.

The State Board of Education, Department of Recognition and Supervision, Public School Approval Section, in conjunction with the Regional Superintendent, periodically audits local school districts for compliance with state law and rules and regulations. Criteria for evaluation of school nurse qualification are listed in The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Illinois State Board of Education, Document Number 1, October 1, 1977 as follows:

7-6 Standards for Pupil Personnel Services

7.6.2 According to Section 10-22.23 of The School Code of Illinois, all school nurses must be registered professional nurses. Any school nurse, first employed on or after July 1, 1976, shall hold a Type 73 Certificate with the school nurse endorsement.

Document Number 1 further defines pupil personnel and health services as follows:

4-2.21 Pupil Personnel Services

To assure provisions of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

a. Guidance and Counseling Needs;

b. Psychological Needs;

c. Social Work Needs;

d. Health Needs.

5-3 Health Services

5-3.1 Each school shall maintain records for each student which reflect compliance with the examinations and immunizations prescribed by Section 27-8 of The School Code of Illinois, and the applicable rules and regulations of the Illinois Department of Public Health.

5-3.2 Students participating in interscholastic athletics shall have an annual physical examination.

5-3.3 Each district shall adopt an emergency procedure to be followed in cases of injury or sudden illness to students and/or staff.

D. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979.

1.08a
Related Services:
the developmental, corrective, and other supportive services which are required to assist a handicapped child to benefit from special education. Such services include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes transportation, school health services, social work services, and parent counseling and training.

1.09a
School Health Services:

services provided by a qualified school nurse or other qualified persons.

5.02
Other related services including school health services, counseling services and parent counseling or training shall be provided by the local district when the multidisciplinary conference determines that such services would facilitate the educational development of exceptional children.

12.03
Other certified personnel employed by the school district to provide special education services shall hold accreditation appropriate to the area of responsibility and shall be approved by the Illinois Office of Education in the Special Education Certification and Approval Requirements and Procedures.

Special Education Reimbursement for School Nursing Services

School districts may be eligible for reimbursement for school nursing services provided for handicapped students by a certificated school nurse. The district must submit a proposal indicating the types of activities that the school nurse is performing that are in addition to those performed for every student in the district. Only those nurses who spend at least 50% of their time providing the supplemental activities for handicapped students will be considered eligible for reimbursement.

SCHOOL NURSE CERTIFICATION

In Illinois, certification of school service personnel, including school nurses, is available through two avenues: (1) transcript evaluation (2) or completion of an approved program. Changes in state law effective July 1, 1981, limited eligibility for transcript evaluation to: experienced Illinois public school teachers; applicants possessing valid and comparable out-of-state certificates; and out-of-state applicants who do not possess valid certificates but have completed an NCATE program in the area for which application is made.

In all cases, the applicant must possess the required degree from an institution recognized for teacher education. The Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education lists all recognized Illinois institutions.

Those who applied for the school service personnel certificate (Type 73) endorsement for school nursing prior to July 1, 1981, and were issed a deficiency statement may complete their program under the transcript evaluation process. These individuals have three years to complete the requirements defined in the "deficiency statement." Those who apply after July 1, 1981, must complete an approved school nursing program in order to be eligible for a school service personnel certificate. Out-of-state candidates may apply by transcript evaluation by presenting evidence of holding a comparable certificate issued by some other state and an affidavit confirming completion of a school nursing program from an NCATE program. Application should be made through a Regional Superintendent of Schools.

Those who complete approved programs in Illinois follow the regular procedure for certification through the institution's entitlement program. School nurse internships are now provided as a part of an approved program.

Requirements for school nurse certification are outlined in the Illinois State Board of Education Minimum Requirements for State Certificates, as follows:

A. Baccalaureate degree. (See above publication for subject areas)

B. Illinois license for a registered professional nurse.

C. Internship:

   1. For nurses who submitted an application for Certificate by Transcript Evaluation prior to July 1, 1981, one year internship under the supervision of a fully qualified school nurse; or

   2. The completion of an internship as a part of an approved program in an institution of higher learning; or

   3. The completion of two years of successful experience as a school nurse prior to July 1, 1972.

D. Nurses presently holding a Standard Teacher Nurse Consultant Certificate (Type 10) shall, upon application, be issued a School Service Personnel Certificate with a School Nurse Endorsement if they are certificated prior to July 1, 1972.

Certificates in the State of Illinois are issued by concurrent action of the State Teacher Certification Board and the Regional Superintendents of Schools. A certificate may be made valid for use in any region of the state by registering it with the Regional Superintendent.

If you desire to work for the Chicago Board of Education, you are advised that the general certification law of Illinois does not apply. For full information about these requirements, contact General Superintendent, Chicago Board of Education, Chicago, Illinois 60601.

Supervisory Endorsement Certificate.

According to "Minimum Requirements for State Certification," requirements for the Supervisory Endorsement on the School Service Personnel Certificate are as follows:

The holder of the School Service Personnel Certificate may have the added endorsement for supervision upon:

1. Presentation of evidence of possessing a master's degree or higher from a recognized institution of higher learning;

2. Presentation of evidence of possessing eight semester hours of graduate professional education which shall include at least one course that relates primarily and explicitly to the supervision of personnel, and one course primarily and explicitly relating to the administration and organization of schools;

3. Presentation of evidence of at least two years of appropriate school service personnel experience.

Anyone desiring the supervisory endorsement should submit all official documentation and the certificate through the office of a Regional Superintendent of Schools.

SCHOOL NURSE INTERNSHIP PROGRAM

The Illinois State Board of Education has historically encouraged local public school districts and cooperative agreements to participate in the training of prospective school nurses. Currently, the agency provides reimbursement for school nurse internship programs which meet programmatic requirements. The primary purpose of this internship program is to develop within the intern the knowledge base and skill level necessary for him or her to provide competent school nursing services once certificated.

Specific criteria for establishing an approvable school nursing internship program relate to various topical areas including program planning, personnel qualifications, site qualifications, individual responsibilities of all parties, the nature and extent of field instruction/supervision, programmatic content, record keeping, and programmatic evaluation. The emphasis of the criteria is to always instill a thoughtful, well-planned, programmatic approach.

Any local public school district or cooperative agreement who wishes to participate may obtain the specific requirements, application procedures, and forms by requesting the Guidelines for the Approval of a School Nursing Internship Program from the Illinois State Board of Education. Any school district contemplating applying may obtain guidance and assistance from state agency personnel prior to submitting their application.

STATE BOARD OF EDUCATION IN RELATION TO LOCAL SCHOOL NURSING PERSONNEL

The State Board of Education provides a variety of support services that were designed to assist local school district personnel to provide Pupil Personnel Services. These services include:

Policy for Pupil Personnel Services

The State Board of Education adopted the following policy for Pupil Personnel Services in June, 1981.

Preamble

In recent years the role of pupil personnel services in relation to students with special needs has been defined in law and regulations and supported with categorical funds. These actions have tended to obscure the fundamental role of pupil personnel services in helping "...elementary and secondary schools to provide optimum teaching and learning conditions for all persons involved." (Goals Statement, p.8) Pupil Personnel Services include by definition guidance and counseling, school psychology, school social work, and school nursing services organized to meet the needs of all students and to support the education program of the schools.

The State Board of Education adopts the following principles and policy to make clear the aims and priorities which should guide state and local development and provision of pupil personnel services.

Principles

1. Pupil personnel services is an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample to students, parents, staff, and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkage with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Policy

The State Board of Education, through the use of agency staff and resources, shall encourage local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education programs.

Pupil Personnel Services (PPS) Advisory Board

In 1972 the State Superintendent of Education established a Pupil Personnel Services Advisory Board. The purpose of the Pupil Personnel Services Advisory Board is to provide leadership for the effective delivery of pupil personnel services to students, communities and schools.

The Board is composed of 15 members. Members are appointed to represent each of the four pupil personnel services disciplines from each of the three geographic areas (north, central, south) of the state. The additional three members are representatives at large (generally these members are two pupil personnel services administrators and one superintendent).

The members are selected and appointed by the Assistant Superintendent of the Department of Specialized Educational Services. These members serve for three years on a rotating, staggered schedule and may be reappointed. Individuals are selected for their demonstrated leadership and communication skills.

Some examples of areas in which the Advisory Board has made recommendations in the past are:

1. Criteria for a supervisory endorsement on the Type 73 Certificate.

2. Criteria for the approval of directors of pupil personnel services.

3. Positions for guidelines and policies on:

   a. Confidentiality of student information.
   b. Corporal punishment.
   c. Pupil Personnel Services.
   d. Internship Programs.

4. Criteria for the identification of exemplary programs.

5. Criteria for the development of the Pupil Personnel Services Recommended Practices and Procedures Manual.

6. Components of a comprehensive needs assessment. (Department of Specilized Educational Services)

Certification and Program Approval

The Professional Relations Department works with the professional associations and university programs to determine certification standards for school nurses and approve programs. (Department of Teacher Education and Program Approval and Department of Certification and Placement)

In addition to providing certification service for local school district personnel, the Certification and Placement Section provides a placement service for certificated personnel. This service is available for those who are seeking employment as well as employers who are looking for qualified personnel.

Pupil Personnel Services Committee

The State Board of Education Pupil Personnel Services Committee is comprised of agency employees who have a background and work responsibility in the area of pupil personnel services. The Pupil Personnel Services Committee meets regularly and provides coordinated leadership and direction to local school districts and cooperative agreements in Illinois. The committee has undertaken tasks including implementation of the State Board Policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model pupil personnel services needs assessment, and coordination of services.

Department of Specialized Educational Services

Department of Specialized Educational Services personnel provide direct and indirect services to school nurses in local school districts and cooperative agreements. Examples of these services include providing consultation and technical assistance, proposing and reviewing prospective legislation, conducting inservice sessions, working with appropriate organizations, responding to inquiries regarding role and function, monitoring programs for compliance, responding to inquiries regarding laws and regulations, developing guidelines and materials, analyzing statistical data, and disseminating information.

Other State Board of Education Services Relating to School Nursing and School Health

As noted in Section III, the Department of Recognition and Supervision, the Public School Approval Section monitors local school district compliance to state law, such as certification for school nurses and mandated health services (Section 27-8.1 The School Code of Illinois). The Department of Planning, Research and Evaluation, Research and Statistics Section collects and analyzes the physical examination and immunization data reported annually by local school districts as required by Section 27-8.1. If a local school district should be found not to be in compliance with State law, the State Board of Education Legal Department is notified so that, legal action can be initiated to correct the problem. The Legal Department also provides legal consultation for the staff of the State Bord of Education and local school districts upon request.

Dissemination of Information

The State Board of Education publishes many pamphlets, brochures and other materials for use by school nurses. A list of available publications appears at the end of this Handbook. In addition, articles concerning pupil personnel services activities regularly appear in the Department of Specialized Educational Services Management Bulletin.

PUBLICATIONS

Publications available upon request from the State Board of Education are as follows:

Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education

Films, Filmstrips, Pamphlets, Tapes, and Records on Health-Related Topics*

Guidelines for the Approval of a School Nursing Internship Program

Multimedia Approach to Promote PPS

Pupil Personnel Services Needs Assessment

Pupil Personnel Services Recommended Practices and Procedures Manual (all disciplines of PPS Services)

Pupil Personnel Services Survey 1980

Rules and Regulations to Govern Child Health Examination and Immunization

Rules and Regulations Governing the Child Vision and Hearing Test Act

Rules and Regulations Governing the Reporting of Compliance to Immunization and Physical Examination

All materials available from:

Department of Specialized Educational Services, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.

*Available through the Media and Resources Center, at the above address and from Special Programs within the Illinois Department of Public Health, 535 West Jefferson Street, Springfield, Illinois 62761.